DOCUMENT RESUME

ED 344 193 CS 010 904

TITLE Reading Inservice Guide for English Language Arts and TAAS.
INSTITUTION Texas Education Agency, Austin.
PUB DATE 90
NOTE 79p.
AVAILABLE FROM Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 ($2.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Class Activities; Elementary Secondary Education; *English Instruction; Inservice Teacher Education; *Language Arts; Reading Processes; *Reading Programs; Reading Tests; Reading Writing Relationship; State Standards
IDENTIFIERS *Texas Assessment of Academic Skills

ABSTRACT

This guide is intended as a basis for an inservice presentation by education service center and school district workshop presenters, to help a school district ensure that its English language arts and reading programs address the new Texas Assessment of Academic Skills (TAAS) test. Suggested reading and writing activities are included throughout the document, as are numerous transparencies (also usable as handouts) which can be utilized as guides for discussion or examples for strategies. Following an introduction describing how to use the guide, the guide is organized into six topics: (1) Introducing the New Reading Test; (2) The Reading Process; (3) The Reading/Writing Connection; (4) Promoting a Literary Environment; (5) Informative Passages; and (6) Teaching Text Structure. Seventy-three references are attached. (SR)

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READING INSERVICE GUIDE

FOR

ENGLISH LANGUAGE ARTS

AND

TAAS

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Foreword

The *Reading Inservice Guide for English Language Arts and TAAS* was developed because teachers and administrators across the state have asked for practical guidance in the teaching of reading. Our common goal is to help students become strategic, independent readers and writers as well as be prepared for various reading assessments.

In an attempt to respond to this request, we offer this guide as an inservice training document for education service center and school district workshop presenters. While the guide is intended for inservice training, a teacher who has not attended a workshop may use portions of the guide after careful reading of "How to Use This Guide" and "Cover These Points."

The guide is not the final or exclusive approach to reading instruction or test preparation. We hope you will not feel you must slavishly adhere to the suggestions offered in it but will expand upon and adapt them to the needs of your students.

W. N. Kirby
Commissioner of Education

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We express our appreciation to the numerous professionals in the field of reading and English language arts who reviewed the contents of this guide and offered suggestions

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INTRODUCTION: HOW TO USE THIS GUIDE

This guide is intended as a basis for an inservice presentation to help a school district ensure that its English language arts and reading programs address the new Texas Assessment of Academic Skills (TAAS) test. It is not meant to be a quick fix, nor is it a package to teach the format of the new test.

Nevertheless, participants should quickly review a comparison of the TEAMS test with the TAAS. The accompanying transparency can serve as a guide for this review.

The inservice program is meant to be interactive. Participants need to read and write in order to participate in all stages of the reading process throughout each day. Suggested reading and writing activities are included throughout the document. After choosing activities that are appropriate, the trainer should involve the participants in several reading activities that lead them through the reading process.

The three-hole punch format increases the flexibility of this guide. Strategies and examples (including student samples of reading materials, lists of books they have read, and writing samples) can be added, and depending on the focus of the time allowed for presentation, the training model can be rearranged. Also, the Texas Education Agency may distribute additional material that can be inserted in the guide.

The transparency pages are of two types. Some are merely guides for discussion, and others are examples of strategies that can also be handouts. Please stress that the graphic organizers (such as the problem-solution frame on page 56) are meant to help students internalize a strategy and are not intended as perpetual dittos for students.

This training model reinforces the importance of teaching reading as a process, and further inservice is highly encouraged. The trainer can develop one or more of the areas covered in the guide into a workshop or program for other content area teachers or other audiences.

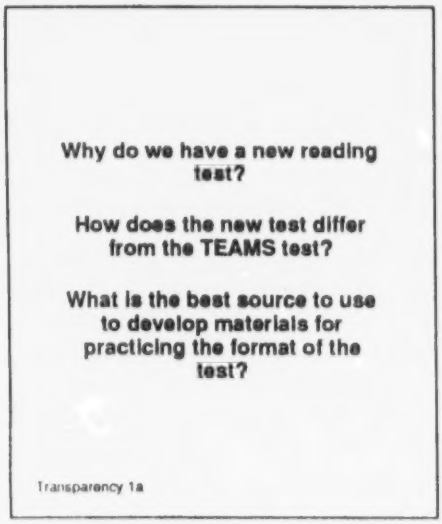
SUMMARY OF TEST DIFFERENCES

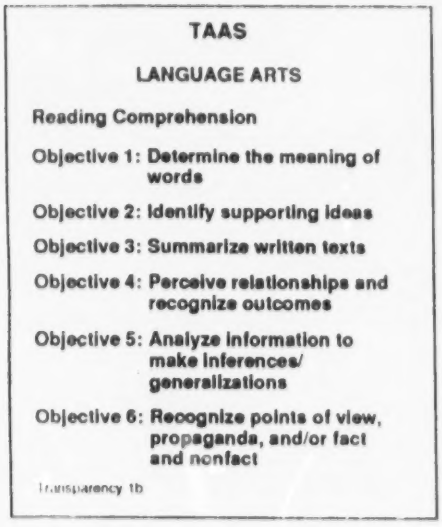
TEAMS	TAAS
• Minimum skills test (selected EEs)	• Academic skills test (almost all EEs that are measured by pencil and paper)
• Knowledge-level thinking skills (rote memory)	• Higher-level thinking skills/problem solving/real life skills
• Skills tested in isolation	• Integrated skills tested in context in meaningful passages
• Selected EEs referred to as "objectives"	• "Instructional targets" (EEs) clustered under broad "Objectives"
• Different objectives from grade to grade	• Objectives consistent from grade to grade; some instructional targets may differ from grade to grade
• Same objectives (EEs) tested each year	• Some instructional targets (EEs) to be rotated each year

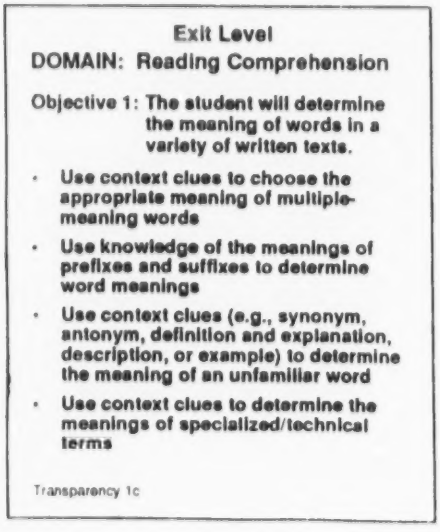
SUMMARY OF TEST DIFFERENCES (continued)

TEAMS	TAAS
• Written composition required at Grades 3, 5, 7, and 9	• Written composition required at Grades 3, 5, 7, 9, and Exit
• Testing dates in February	• Testing dates in October
• Test results received in April	• Test results received in November for multiple-choice questions; in December for written composition and summary reports
• First grade test	• No first grade test
• Vocabulary and spelling lists	• No vocabulary or spelling lists

Adapted from the *TAAS Handbook for Reading, Writing, Mathematics* with the permission of the Austin Independent School District.


Why do we have a new reading test?
How does the new test differ from the TEAMS test?
What is the best source to use to develop materials for practicing the format of the test?
Transparency 1a


TAAS
LANGUAGE ARTS
Reading Comprehension
Objective 1: Determine the meaning of words
Objective 2: Identify supporting ideas
Objective 3: Summarize written texts
Objective 4: Perceive relationships and recognize outcomes
Objective 5: Analyze information to make inferences/ generalizations
Objective 6: Recognize points of view, propaganda, and/or fact and nonfact
Transparency 1b


Exit Level
DOMAIN: Reading Comprehension
Objective 1: The student will determine the meaning of words in a variety of written texts.
• Use context clues to choose the appropriate meaning of multiple-meaning words
• Use knowledge of the meanings of prefixes and suffixes to determine word meanings
• Use context clues (e.g., synonym, antonym, definition and explanation, description, or example) to determine the meaning of an unfamiliar word
• Use context clues to determine the meanings of specialized/technical terms
Transparency 1c

TOPIC 1–Introducing the New Reading Test

COVER THESE POINTS:

1. **Why do we have a new reading test?**

   - The Long-Range Plan of the State Board of Education for Texas Public School Education states that:
     - the rigor of TEAMS tests will be increased at least every five years
     - additional measures for judging performance will be established
     - the state will explore the expanded use of norm referenced tests to evaluate student performance
   - The new test reflects recent research findings on the reading process reported over the last decade
   - To scope of the test is broadened to include almost all language arts essential elements of instruction that can be tested, helping to ensure that all the essential elements will be taught.

2. **How does the new test differ from the TEAMS test?**

   - The test is broader in that it tests all the language arts essential elements that can be tested with paper and pencil.
   - The test is more rigorous than the TEAMS test, and the increased difficulty is reflected in the test's name: Texas Assessment of Academic Skills (TAAS).
   - The test is based on input from national reading evaluation experts, Texas reading and language arts supervisors, Texas curriculum directors, members of Texas professional organizations, education service center personnel, and Texas teachers and administrators.

3. **Are there additional specific differences in the construction of the test?**

   - The test integrates two domains (or parts), Reading Comprehension and Written Communication, under the heading English Language Arts, even though the reading and writing domains will be reported separately.
   - The test has six objectives that are uniform from Grade 3 through exit level.
   - Listed under each objective in the test specifications are targets that are taken from the language arts essential elements.
   - The test reflects the language arts essential elements taught in the two previous grades (e.g., Grade 3 of TAAS tests Grades 1 and 2 essential elements).

TOPIC 1–Introducing the New Reading Test (continued)

- The reading passages used in TAAS are classified to represent four basic purposes of language (informative, persuasive, literary, and expressive) and four basic modes or methods of organization of language (description, narration, classification, and evaluation) as described in the Texas Education Agency publication, *English Language Arts Framework, Kindergarten-Grade 12*.
- Original material constructed to represent quality selections similar to those found in textbooks was used for the passages.
- Selections were mapped so that test questions focus on areas that are central and relevant to the text.
- The passages used in the test range up to 300-1000 words in length (Grade 3 through exit level).
- The passages are preceded by either purpose questions or titles to stimulate background knowledge and to motivate the student to read.

Why do we have a new reading test?

How does the new test differ from the TEAMS test?

What is the best source to use to develop materials for practicing the format of the test?

Transparency 1a

TAAS

LANGUAGE ARTS

Reading Comprehension

Objective 1: Determine the meaning of words

Objective 2: Identify supporting ideas

Objective 3: Summarize written texts

Objective 4: Perceive relationships and recognize outcomes

Objective 5: Analyze information to make inferences/ generalizations

Objective 6: Recognize points of view, propaganda, and/or fact and nonfact

Transparency 1b

Exit Level

DOMAIN: Reading Comprehension

Objective 1: The student will determine the meaning of words in a variety of written texts.

- **Use context clues to choose the appropriate meaning of multiple-meaning words**
- **Use knowledge of the meanings of prefixes and suffixes to determine word meanings**
- **Use context clues (e.g., synonym, antonym, definition and explanation, description, or example) to determine the meaning of an unfamiliar word**
- **Use context clues to determine the meanings of specialized/technical terms**

Transparency 1c

New Directions
English Language Arts Test
(Reading)

- Text classification
- Text validity
- **Mapping**
- Passage length
  (range up to 300 to 1,000 words from Grade 3 through exit level)
- Purpose questions/titles

Transparency 1d

TAAS SPECIFICATIONS BOOKLETS

National Computer Systems

1-800-252-9186

1-512-835-4833 (outside Texas)

Cost: $1.00 per booklet plus shipping and handling charges

Transparency 1e

Presenter's notes
(for personalizing presentation)

TOPIC 1–Introducing the New Reading Test (continued)

4. **What is the best source to use to develop materials for practicing the format of the test?**

   - Use the Texas Assessment of Academic Skills English Language Arts: Reading Objectives and Measurement Specifications, 1990-1995, booklet at the appropriate grade level.
   - Practice the format so that all students are familiar with the new test.
   - Build practice tests from the models of passages and items in the specifications.
   - Map the selection and draw questions from that map.
   - Use the description of the test objectives and targets to develop questions for practice tests.

   For an order form for additional specifications booklets, call:

   National Computer Systems
   1-800-252-9186
   1-512-835-4833 (outside Texas)

   Cost: $1.00 per booklet plus shipping and handling charges

New Directions
English Language Arts Test
(Reading)

- **Text classification**
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Transparency 1d

10

TAAS SPECIFICATIONS BOOKLETS

National Computer Systems

1-800-252-9186

1-512-835-4833 (outside Texas)

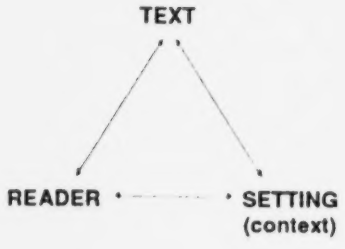
Cost: $1.00 per booklet plus shipping and handling charges

The Reading Process

1. **What is the reading process?**
2. **Why is it important to understand the reading process?**
3. **What are the three models of reading?**
4. **Which of the three models of reading is reflected in the TAAS?**

Transparency 2a

The Reading Process: An Interactive Model



Transparency 2b

Presenter's notes
(for personalizing presentation)

TOPIC 2–The Reading Process

COVER THESE POINTS:

1. **What is the reading process?**

   - The reading process is what happens in the mind when an individual encounters print.
   - There is no single, universally accepted definition of the reading process.
   - Over the last two decades, three models or explanations of the reading process have emerged.

2. **Why is it important to understand the reading process?**

   - Knowing how reading does (and does not) take place will help teachers select the most effective instructional strategies.
   - Knowing how reading occurs helps teachers select the best materials for their students.
   - It also helps teachers understand the role that the reader plays.

3. **What are the three models of the reading process?**

   - Bottom/Up Model
     - Reading in this model is of a hierarchical nature
     - The reader first identifies letters, then words, then sentences, eventually leading to understanding of text
     - Each stage of recognition is dependent on the others
   - Top/Down Model
     - Advocates of this model assume that the reader brings linguistic and other background knowledge to the text
     - They see learning to read as a similar process to learning to talk.
     - They believe that learning to read happens naturally through exposure to text.
     - They see print as a stimulus for retrieving background information.
   - Interactive Model
     - Advocates of this model see the above models of reading as too limiting and inflexible.
     - They assume that the reader uses both processes (top/down and bottom/up) simultaneously
     - They see reading as a constructive process in which the reader's understanding of print is influenced by the text, the context of the reading situation, and the reader's background knowledge.

   (To illustrate this model complete Activity A with teachers.)

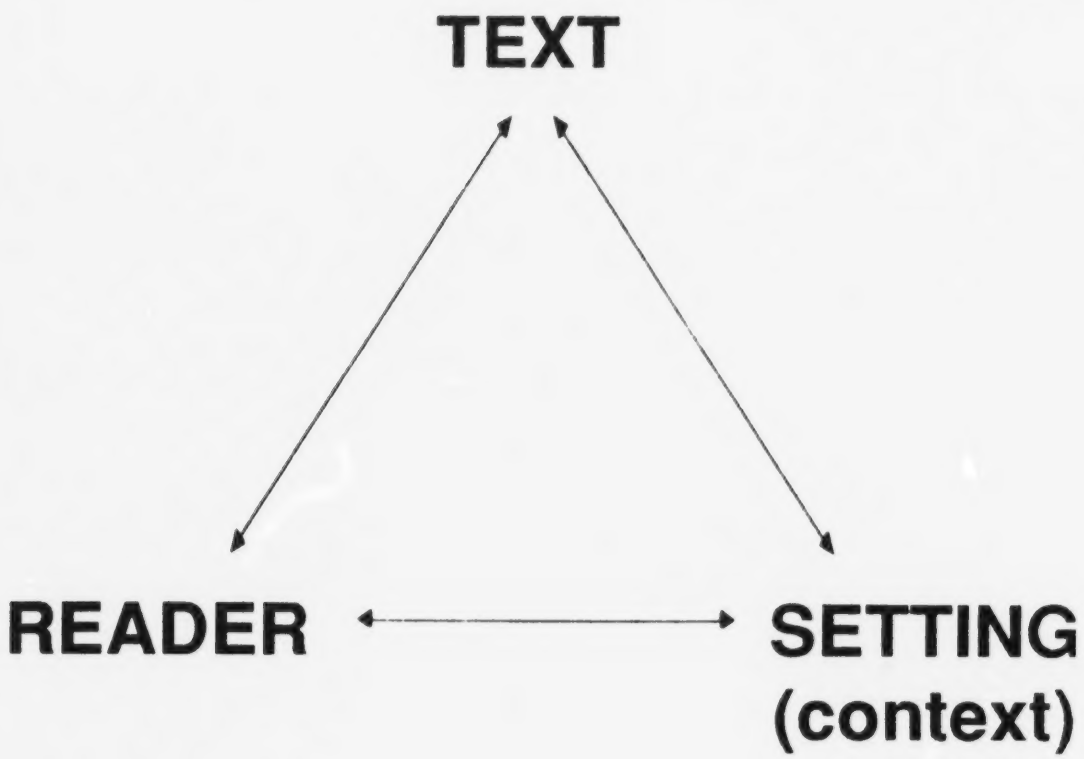
4. **Which of the three models of reading is reflected in the TAAS?**

   - The TAAS is based on an interactive view of the reading process.
   - Documents that accompany TAAS will be based on the interactive model as well.

The Reading Process

1. What is the reading process?
2. Why is it important to understand the reading process?
3. What are the three models of reading?
4. Which of the three models of reading is reflected in the TAAS?

The Reading Process: An Interactive Model



Transparency 2b

Activity A

The following is adapted from the short story "Ordeal By Checque" by Wuther Grue (first published in *Vanity Fair* magazine in 1932). This short story consists only of photographs of a series of checks. The reader has to construct the story by bringing his or her own background knowledge to the text.

For this activity, examine the list of Mr. Exeter's checks. Work in pairs to construct the story that surrounds the checks.

After everyone has had a chance to examine the checks and to develop a story, several participants will be asked to tell their stories to the group. Think about why some stories are different from others and why that might reflect an interactive model of reading.

Check #	Entry date	Paid to	Amount ($)	Signed by
1	8/30/03	A baby shop	148.00	Lawrence Exeter
2	9/2/03	A hospital	100.00	Lawrence Exeter
3	10/3/03	An obstetrician	475.00	Lawrence Exeter Sr.
4	12/10/03	A toy shop	83.20	Lawrence Exeter Sr.
5	10/6/09	A private school for boys	1,250.00	Lawrence Exeter Sr.
6	4/18/10	A bicycle shop	52.50	Lawrence Exeter Sr.
7	8/6/15	A private military academy	2,150.00	Lawrence Exeter Sr.
8	9/3/21	A local Cadillac dealer	3,885.00	Lawrence Exeter Sr.
9	9/7/21	An auto repair service	228.75	Lawrence Exeter Sr.
10	10/15/21	A private university	339.00	Lawrence Exeter Sr.
11	6/1/23	Miss Daisy Windsor	5,000.00	Lawrence Exeter Sr.
12	6/9/23	A French cruise line	585.00	Lawrence Exeter Sr.
13	8/23/23	A French bank	5,000.00	Lawrence Exeter Sr.
14	2/13/26	A florist	76.50	Lawrence Exeter Sr.
15	6/23/26	The same florist	312.75	Lawrence Exeter Sr.
16	8/11/26	A real estate company	56,000.00	Lawrence Exeter Sr.
17	10/30/26	An interior decorating business	32,000.00	Lawrence Exeter Sr.
18	11/18/26	A jewelry/gift shop	675.65	Lawrence Exeter Sr.
19	11/16/26	An Hawaiian cruise line	560.00	Lawrence Exeter Sr.
20	11/21/26	Lawrence Exeter Jr.	200,000.00	Lawrence Exeter Sr.
21	11/22/26	An exclusive hotel	2,250.00	Lawrence Exeter Sr.

22	12/1/26	The florist	183.50	Lawrence Exeter Sr.
23	2/18/27	A candy store	27.00	Lawrence Exeter Jr. *(handwriting on check changes)*
24	7/16/27	An exclusive dress shop	925.00	Lawrence Exeter Jr.
25	12/1/27	A lingerie shop	750.00	Lawrence Exeter Jr.
26	4/1/28	Exclusive dress shop	1,150.00	Lawrence Exeter Jr.
27	11/1/28	A sporting goods store	562.00	Lawrence Exeter Jr.
28	7/1/29	A boot shop	145.25	Lawrence Exeter Jr.
29	8/23/29	Tony Spagoni	126.00	Lawrence Exeter Jr.
30	8/30/29	Tony Spagoni	126.00	Lawrence Exeter Jr.
31	5/25/30	The florist	87.00	Lawrence Exeter Jr.
32	5/28/30	A jewelry store	575.00	Lawrence Exeter Jr.
33	11/13/30	Miss Flossie Wentworth	50,000.00	Lawrence Exeter Jr.
34	11/14/30	A law practice	525.00	Lawrence Exeter Jr.
35	11/15/30	Mrs. Lawrence Exeter Jr.	5,000.00	Lawrence Exeter Jr.
36	6/20/31	A municipal court clerk in Reno	52.00	Lawrence Exeter Jr.
37	6/20/31	Maria Wharton Exeter	175,000.00	Lawrence Exeter Jr.
38	6/20/31	Another law practice	700.00	Lawrence Exeter Jr.
39	6/20/31	The same law practice as check #34	450.00	Lawrence Exeter Jr.
40	7/1/31	Tony Spagoni	100.00	Lawrence Exeter Jr. *(handwriting slightly erratic)*
41	7/2/31	Tony Spagoni	100.00	Lawrence Exeter Jr. *(handwriting difficult to read)*
42	7/3/31	Pete Ventizzi	25.00	Lawrence Exeter Jr. *(handwriting almost illegible)*
43	7/5/31	A hospital	100.00	Lawrence Exeter Sr.
44	7/15/31	An obstetrician	175.00	Lawrence Exeter Sr.
45	7/16/31	A mortuary	1280.00	Lawrence Exeter

This activity appears in *Content Area Reading*, third edition, by Richard Vacca and Joanne Vacca, published in 1989 by Scott Foresman and Company, and has been adapted and printed with permission.

1. Why should we teach reading and writing in conjunction with one another?
2. How are reading and writing alike?
3. How are reading and writing different?
4. How can teachers help students make the connection between reading and writing?

Transparency 3a

- Share the joys and risks of authoring with students by reading and writing with them.
- Provide publishing and sharing opportunities.
- Provide time for sustained reading and writing.
- Provide access to a wide variety of literature by known authors.
- Conference with students about their reading and writing.
- Celebrate reading and writing in your classroom.

Transparency 3b

Presenter's notes
(for personalizing presentation)

TOPIC 3–The Reading/Writing Connection

STRATEGY 1–READING AND WRITING

COVER THESE POINTS:

1. **Why should we teach reading and writing in conjunction with one another?**
   - Although not identical, reading and writing are similar processes. Students must engage in similar activities before reading and writing if they are to become better readers and writers.
   - Responding to reading through writing assists with understanding text.

2. **How are reading and writing alike?**
   - Before Reading: Set a Purpose
     Before Writing: Select a Topic
   - During Reading: Skim Text
     During Writing: Reread and Clarify
   - After Reading: Reflect
     After Writing: Publish

3. **How are reading and writing different?**
   - Some students are good readers and poor writers, and vice versa.
   - Direct instruction may be required in reading, and direct instruction may be required in writing.
   - We cannot assume that direct instruction in one area will lead to strength in the other.

4. **How should teachers help students make the connection between reading and writing?**
   - Share the joys and risks of authoring with students by reading and writing with them.
   - Provide publishing and sharing opportunities.
   - Provide time for sustained reading and writing.
   - Provide access to a wide variety of literature by known authors.
   - Conference with students about their reading and writing.
   - Celebrate reading and writing in your classroom.

1. **Why should we teach reading and writing in conjunction with one another?**

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Transparency 3b

Promoting a Literary Environment

THE READING CORNER:

- **should be attractive, inviting**
- **should provide a wide variety of materials to read**
- **should be accessible to all students**
- **should provide selections that are changed often (Ask students and librarian for suggestions.)**

Transparency 4a

Presenter's notes
(for personalizing presentation)

TOPIC 4–Promoting A Literary Environment

COVER THESE POINTS:

Where do teachers start to create a literary environment?

- Establish a climate for reading that is safe, fun, and inviting
- Set up an attractive display of books.
- Create a reading corner in the room that is comfortable for reading.
- Fill the class library with a variety of forms of print (e g., newspapers, magazines, books, etc.).
- Organize the class library around a theme, author, or topic and change it frequently.
- Provide a variety of reading levels to meet the needs of all students in the classroom.

Promoting a Literary Environment (continued)

TIME—To provide sustained reading time, teachers should:

- **protect time each day**
- **model the physical, observable processes of reading**
- **permit no interruptions**
- **permit beginning readers to read aloud**

Transparency 4b

Promoting a Literary Environment (continued)

OWNERSHIP—Students self-select books or materials to read. Teachers should:

- **provide books that are easy and interesting**
- **permit students to make two selections initially to have an alternate choice**
- **provide information about the author and/or illustrator**

Transparency 4c

Presenter's notes
(for personalizing presentation)

TOPIC 4–Promoting a Literary Environment (continued)

STRATEGY 1–SUSTAINED READING TIME

1. **Time—How do teachers begin?**

   - Protect time each day for connected reading.
   - Ask students to read without interruption.
   - Schedule reading time to prevent interruptions.
   - Serve as an adult model.
   - Model the physical, observable processes of reading.
   - Monitor students' reading to maintain on-task behavior.

2. **Ownership—Where do teachers begin?**

   - Allow students to self-select books from materials that the teacher has determined are easy and interesting.
   - Provide younger students with guidance to avoid material that is frustrational.
   - Permit students to select two books initially to provide an alternate choice.
   - Provide information about the authors and/or illustrators.

Promoting a Literary Environment (continued)

RESPONSE—Students should respond regularly to sustained reading time. Teachers should:

- **support reading interest and excitement about reading**
- **provide opportunities for reflection and evaluation through dialogue journals**
- **ask students to respond at least once a week**
- **evaluate the reading time and dialogue journals**

Transparency 4d

Presenter's notes
(for personalizing presentation)

TOPIC 4–Promoting a Literary Environment (continued)

STRATEGY 2–RESPONSE TO READING

3. **Response–How do teachers keep the excitement about literature alive?**
   - Invite students to respond to what they are reading in a dialogue journal.
   - Respond to students' journal entries by writing comments that model reflective thought about the text that moves beyond plot synopsis.
   - Avoid comments which test students over their reading.
   - Permit individual interpretation and evaluation of the text.

Promoting a Literary Environment

THE READING CORNER

- should be attractive, inviting
- should provide a wide variety of materials to read
- should be accessible to all students
- should provide selections that are changed often
  (Ask students and librarian for suggestions.)

Transparency 4a

Promoting a Literary Environment (continued)

TIME—To provide sustained reading time, teachers should:

- **protect time each day**
- **model the physical, observable processes of reading**
- **permit no interruptions**
- **permit beginning readers to read aloud**

Transparency 4b

Promoting a Literary Environment (continued)

OWNERSHIP—Students self-select books or materials to read. Teachers should:

- **provide books that are easy and interesting**
- **allow students to make two selections initially to have an alternate choice**
- **provide information about the author and/or illustrator**

Transparency 4c

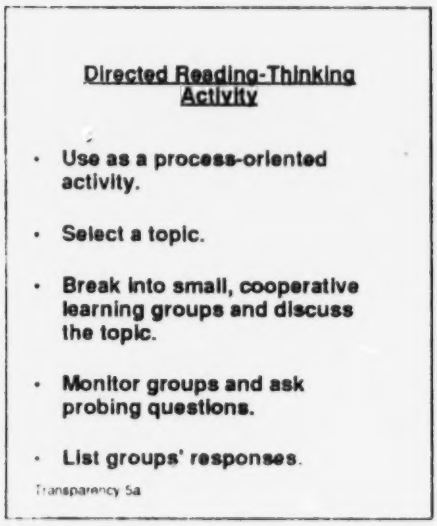
Promoting a Literary Environment (continued)

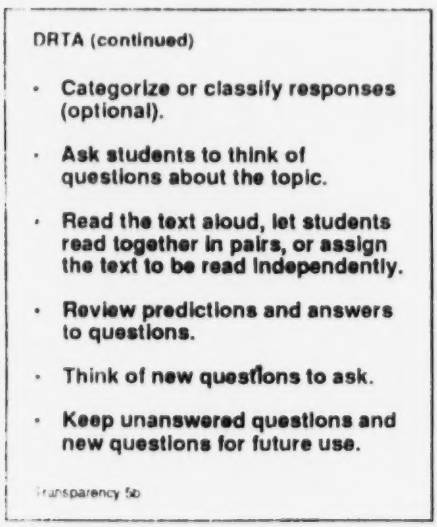
RESPONSE—Students should respond regularly to sustained reading time. Teachers should:

- **support reading interest and excitement about reading**
- **provide opportunities for reflection and evaluation through dialogue journals**
- **ask students to respond at least once a week**
- **evaluate the reading time and dialogue journals**

Transparency 4d

26


Directed Reading-Thinking Activity
• Use as a process-oriented activity.
• Select a topic.
• Break into small, cooperative learning groups and discuss the topic.
• Monitor groups and ask probing questions.
• List groups' responses.
Transparency 5a


DRTA (continued)
• Categorize or classify responses (optional).
• Ask students to think of questions about the topic.
• Read the text aloud, let students read together in pairs, or assign the text to be read independently.
• Review predictions and answers to questions.
• Think of new questions to ask.
• Keep unanswered questions and new questions for future use.
Transparency 5b

Presenter's notes
(for personalizing presentation)

TOPIC 5–Informative Passages

STRATEGY 3–DIRECTED READING-THINKING ACTIVITY (DRTA)

COVER THESE POINTS:

1. **What is a DRTA?**

   This activity should be viewed as a natural process or sequence of asking questions, sharing, predicting, reading to find out, reading to find out more, etc.

2. **How do teachers start a DRTA?**

   - Ask students to discuss in small, cooperative learning groups everything they think they know about the topic to be read. (Younger students may require more structure.)
   - Have students select a recorder to jot down in note form their thoughts about the topic.

3. **How do teachers keep the discussions going?**

   - Monitor groups and ask probing questions to extend students' answers through prediction (i.e., if response is "big," ask, "How big?").
   - Following group discussions, bring the class back together and list the groups' responses on a chart tablet.
   - Have students organize or classify this list, if applicable.
   - Ask students if they have new questions about the topic.
   - Read the text—students read, students read together in pairs, or the teacher reads the text.

4. **How do teachers end the DRTA?**

   - Following reading, review the information listed on the chart tablet.
   - Examine and discuss questions that were answered.
   - Note questions that were not answered by the text.
   - Ask students to think of new questions. Keep these questions for future use.

Directed Reading-Thinking Activity

- Use as a process-oriented activity.
- Select a topic.
- Break into small, cooperative learning groups and discuss the topic.
- Monitor groups and ask probing questions.
- List groups' responses.

Transparency 5a

DRTA (continued)

- **Categorize or classify responses (optional).**
- **Ask students to think of questions about the topic.**
- **Read the text aloud, let students read together in pairs, or assign the text to be read independently.**
- **Review predictions and answers to questions.**
- **Think of new questions to ask.**
- **Keep unanswered questions and new questions for future use.**

Transparency 5b

Constructing a Data Chart

- **A data chart is one way to make the reading/writing connection with informative text.**
- **Use questions from the DRTA.**
- **Make a large replica of the data chart for small-group instruction.**
- **Show students where to place questions and answers to questions.**

Transparency 5c

Constructing a Data Chart (continued)

- **Discuss sources students may use to collect information.**
- **Complete the chart together when working with younger students.**
- **Explain to students that they must summarize rather than copy from the source to fit their information in the box.**
- **Explain that the purpose of the summary box is to assist with organization for a draft report.**

Transparency 5d

Presenter's notes
(for personalizing presentation)

TOPIC 5–Informative Passages (continued)

STRATEGY 4–DATA CHARTS

COVER THESE POINTS:

1. **How can teachers make a reading/writing connection with informative text?**
   - Begin by completing a data chart, a graphic organizer used to assist students in writing and collecting information to answer questions.
   - Start with a replica of the data chart (see Figure 1)
   - Use smaller student size as well.

2. **How do teachers begin using a data chart?**
   - Direct students' attention to the questions generated from the DRTA.
   - Ask students to select two questions from the list or to generate two questions of their own.
   - Use a large replica of the data chart form to show placement of questions and answers (see Figure 1).
   - Discuss with students what sources in the library they could use to find the answers to their questions.

3. **How do teachers complete a data chart?**
   - Direct students to place bibliographic information in the boxes labeled "Sources."
   - Ask students to read and summarize the answers to their questions in the boxes next to the source they used and under the question they are answering (see Figure 2 as an example).
   - Direct students to summarize all the information and place that information in the boxes labeled "Summary."

4. **How do these activities (Strategies 3 and 4) prepare students for TAAS?**

   They provide opportunities for students to:
   - expand vocabulary through the use of specialized/technical words
   - locate important facts and details
   - organize and classify information
   - predict and verify or adjust predictions
   - draw logical conclusions
   - summarize information
   - locate the main idea of paragraphs
   - organize ideas in writing
   - evaluate and make judgments

Constructing a Data Chart

- A data chart is one way to make the reading/writing connection with informative text.
- Use questions from the DRTA .
- Make a large replica of the data chart for small-group instruction.
- Show students where to place questions and answers to questions.

Constructing a Data Chart (continued)

- **Discuss sources students may use to collect information.**
- **Complete the chart together when working with younger students.**
- **Explain to students that they must summarize rather than copy from the source to fit their information in the box.**
- **Explain that the purpose of the summary box is to assist with organization for a draft report.**

DATA CHART

Questions / Sources	1.	1.
1.		
2.		
3.		
Summary		

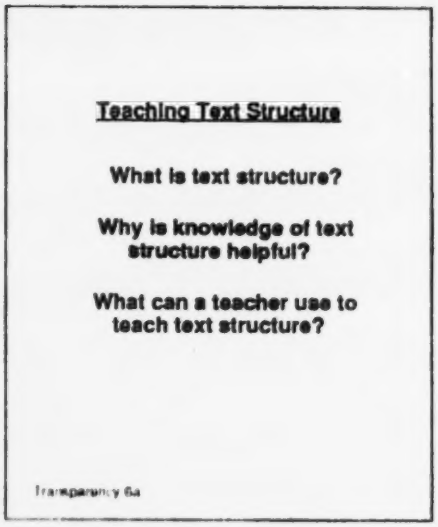
Figure 1

Gary McKenzie, "Data Charts: A Crutch for Helping Pupils Organize Reports," *Language Arts 56* (No. 7, 1979), pp. 784-788.

DATA CHART

Questions	1. What do Chinese families eat?	1. What do Chinese do for a living?
Sources		
1. Fyson, Nancy Lui and Greenhill, Richard. *A Family in China.* Minneapolis, MN: Lerner Publications, 1985.	Some food is rationed. Families mainly eat rice noodles, steamed bread, beans, onions, cabbage, eggs, fish, dried seaweed, and apples. Beijing (Peking) duck is a meat that is enjoyed on special occasions.	Most people live in the country side in communes. Nearly 1/3 of what the family earns comes from selling food grown in the garden.
2. The World Book Encyclopedia, Volume 3, Chicago, IL: World Book, Inc., 1985.	The main food in China is grain. Most eat rice. In the north, they eat bread, noodles, and corn. Many eat vegetables. Meat is a small portion of their diet and is eaten on special occasions. Soybeans, eggs, fish, and poultry are sources of protein.	Traditionally only men worked outside the home. Now most women have jobs. City dwellers work in factories and live in apartments or small communities. They go to meetings to decide how to split pay/profits.
3. Mason, Sally. *Take a Trip to China,* London: Franklin Watts Co., 1981.	Rice, very fresh vegetables, meat, fish, and steamed bread are the foods Chinese families eat. Duck is eaten on very special occasions.	Three-fourths are farmers. More than 2/3 of the people live in the countryside and work the land. Some work in factories in the city.
Summary	Rice, grain, bread, and vegetables are the main dishes served. Duck and other meats are enjoyed on special occasions. Fish, poultry, and soybeans are the Chinese source of protein.	Most people work on farms. The farmers live in communes and split pay and profits. City dwellers work in factories and live in apartments.

Figure 2


Teaching Text Structure
What is text structure?
Why is knowledge of text structure helpful?
What can a teacher use to teach text structure?
Transparency 6a

Presenters Notes
(for personalizing presentation)

TOPIC 6–Teaching Text Structure

STRATEGY 1–TEXT STRUCTURES

COVER THESE POINTS:

1. **What is text structure?**

   Text structure refers to the organization of the text and may refer to either literary (narrative) or informative (expository) text.

2. **Why is knowledge of text structure helpful?**

   Knowledge of text structure is helpful because it provides students with information on the various ways text is organized or structured. Recent reading research reports the need for teaching text structure to elementary and secondary students to aid in comprehension instruction.

3. **What can a teacher use to teach text structure?**

   The most common strategy reported to teach text structure is the use of visual or graphic organizers. Listed below are two commonly used terms (and a definition for each term) from the research.

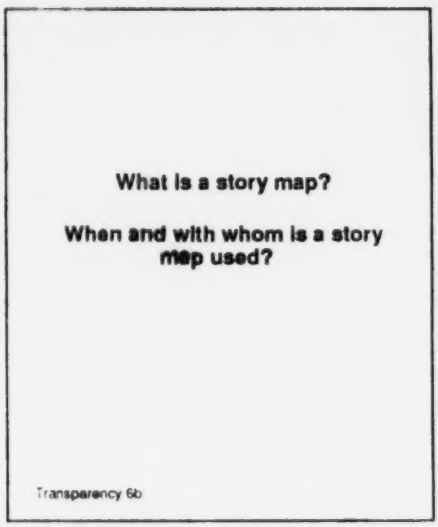
   - A story map, which is commonly used with literary (narrative) material can be defined as a representation of a story based on a logical organization of events and ideas of central importance to the story and the interrelationships of these events and ideas (Beck and McKeown, 1981).
   - A frame, which is commonly used with informative (expository) material, can be defined as concrete visible representations of the organization of ideas in a selection. Five common types of text organization are description, sequence, cause-effect, compare/contrast, and problem-solution (Armbruster, et al., 1989).

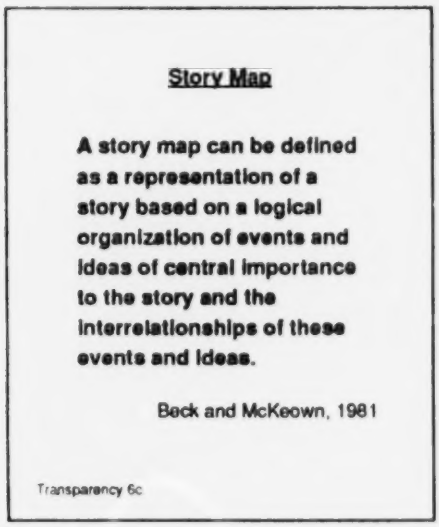
Teaching Text Structure

What is text structure?

Why is knowledge of text structure helpful?

What can a teacher use to teach text structure?




Story Map
A story map can be defined as a representation of a story based on a logical organization of events and ideas of central importance to the story and the interrelationships of these events and ideas.
Beck and McKeown, 1981
Transparency 6c

Presenter's notes
(for personalizing presentation)

TOPIC 6–Teaching Text Structure (continued)

STRATEGY 2–STORY MAPPING

COVER THESE POINTS:

1. **What is a story map?**

   A story map can be defined as a representation of a story based on a logical organization of events and ideas of central importance to the story and the interrelationships of these events and ideas (Beck and McKeown, 1981).

2. **When and with whom is a story map used?**

   - A story map is frequently used as a graphic organizer with literary (narrative) material.
   - Variations of story maps can be used appropriately with a wide range of students in both age and ability.
   - A story map can accommodate both easy-to-read or complex literary material.

What is a story map?

When and with whom is a story map used?

Transparency 6b

Story Map

A story map can be defined as a representation of a story based on a logical organization of events and ideas of central importance to the story and the interrelationships of these events and ideas.

Beck and McKeown, 1981

Transparency 6c

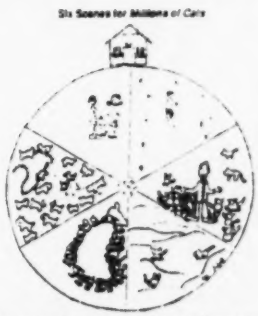
CIRCLE STORY FRAMEWORK (STORY MAP)

for use with a literary selection

Transparency 6d

CIRCLE STORY FRAMEWORK

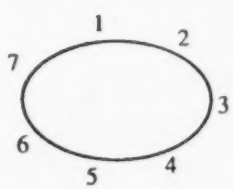
for use with a literary selection



Transparency 6e

CIRCULAR STORY MAP

for use with a literary selection



Transparency 6f

TOPIC 6–Teaching Text Structure (continued)

3. **Draw a large circle on the chalkboard, and segment into the desired number of parts**

   (Use four or six segments for simplicity in an initial experience with this graphic. Segments must match the number of experiences of the main character.)

4. **List the main character and home at the top of circle.**

5. **Place each adventure in one segment of the circle.**

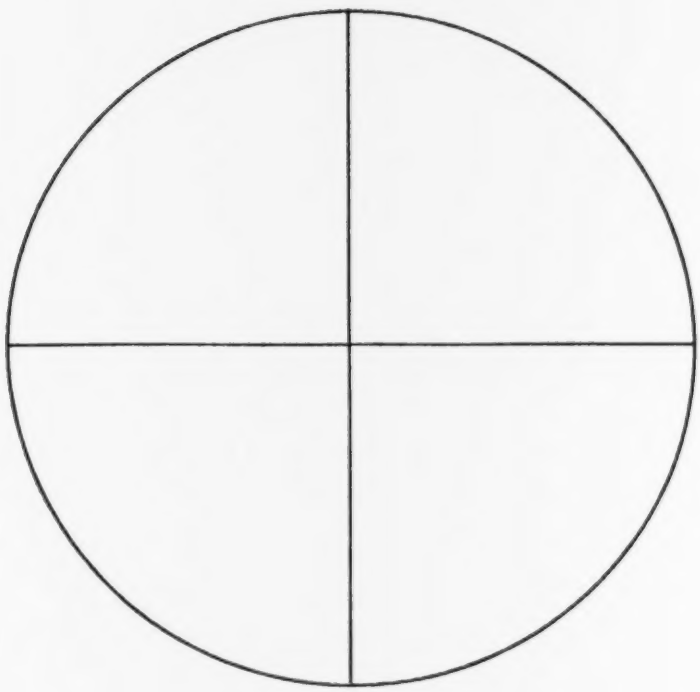
6. **Assist students in making decisions about character(s) and adventures.** Student can illustrate the map as the selection is retold.

   Questions to assist students in their planning:
   - Who or what should we have as our main character?
     Why should he or she leave home?
     What does he or she want to accomplish by leaving home?
   - What could be the first adventure?
   - The second adventure?
   - What could be the last adventure?
     How could the goal be accomplished?
     How does the main character return home?

   For other maps, see Transparencies 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, and 6p.

CIRCLE STORY FRAMEWORK (STORY MAP)

for use with a literary selection

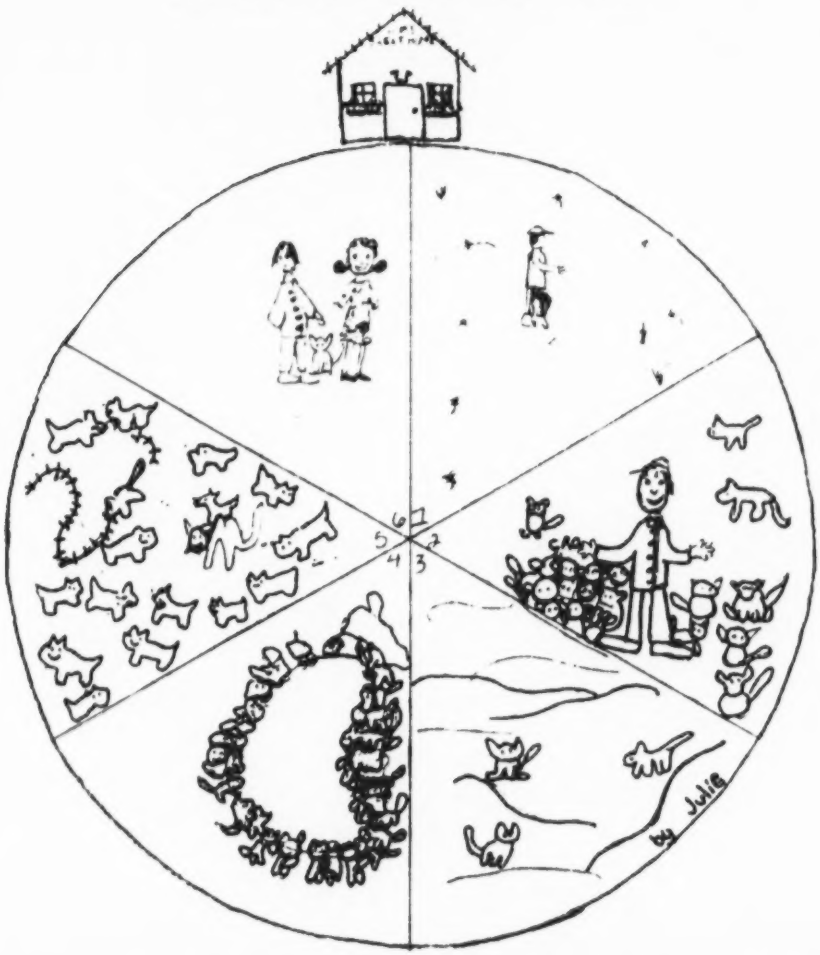


Transparency 6d

CIRCLE STORY FRAMEWORK

for use with a literary selection

Six Scenes for *Millions of Cats*



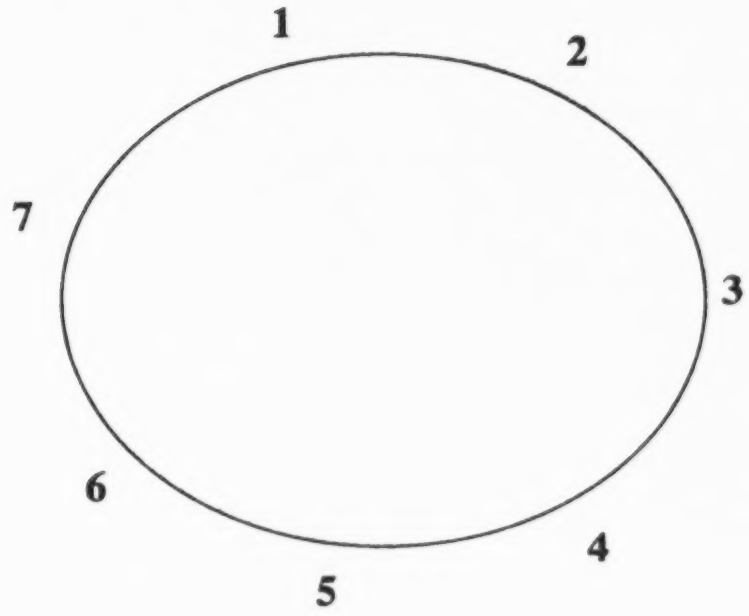
"Writing Stories Using Model Structures: The Circle Story," by Mary Jett-Simpson, *Language Arts*, March 1981. Copyright 1981 by the National Council of Teachers of English. Reprinted with permission.

Transparency 6e

42

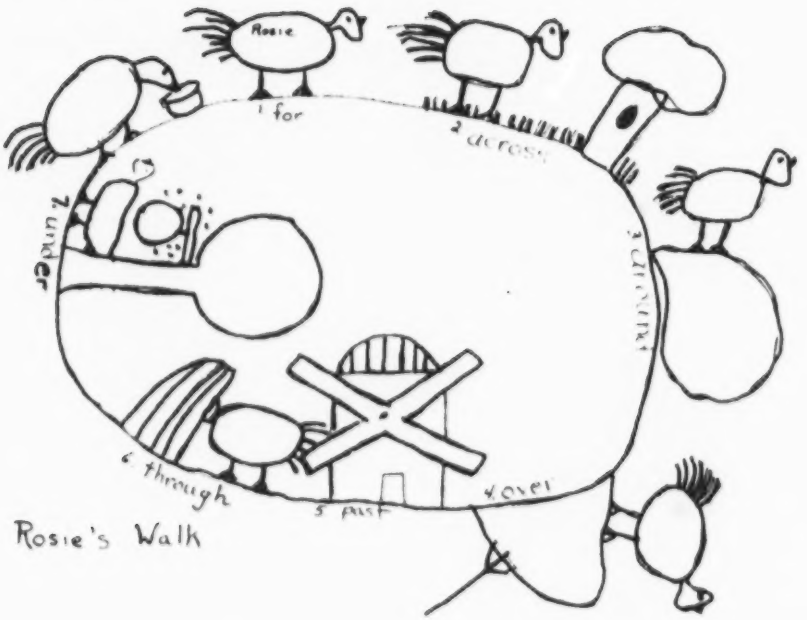
CIRCULAR STORY MAP

for use with a literary selection



Transparency 6f

Student story map illustrating Rosie's (the hen's) path beginning and ending in the same place–her home. The pictures and the selected words help the student remember the action taking place.



A Circular Story Map for Pat Hutchins' *Rosie's Walk*

Reprinted with permission of Kristine Weiser, May 1990.

Transparency 6g

STORY MAP TO ILLUSTRATE PLOT LINE

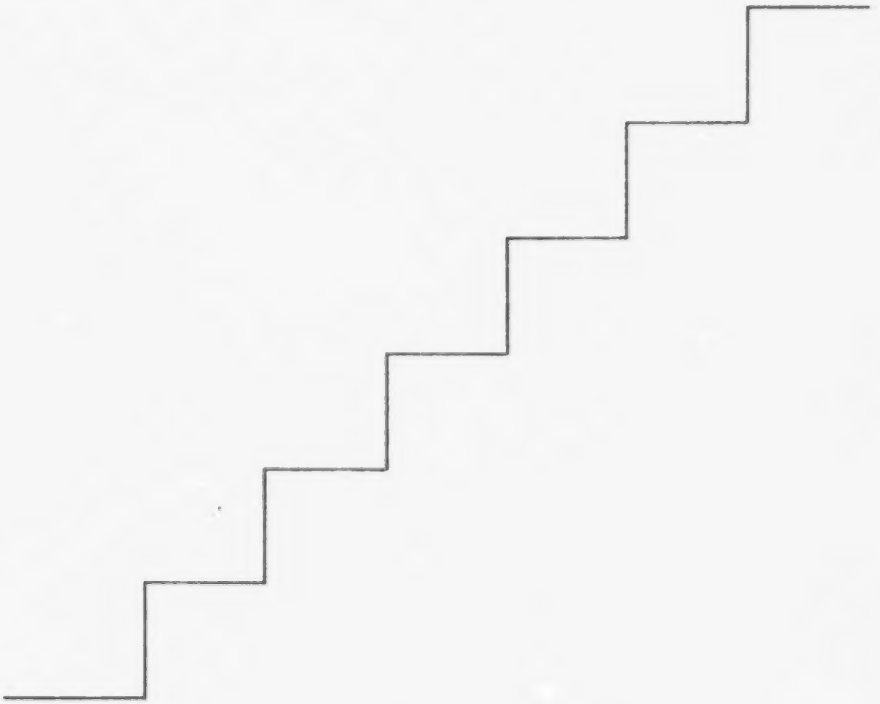
for use with a literary selection

(The student will sequence and illustrate with pictures above and below the line.)

Transparency 6h

CUMULATIVE STORY STAIRCASE

to be used with a literary selection

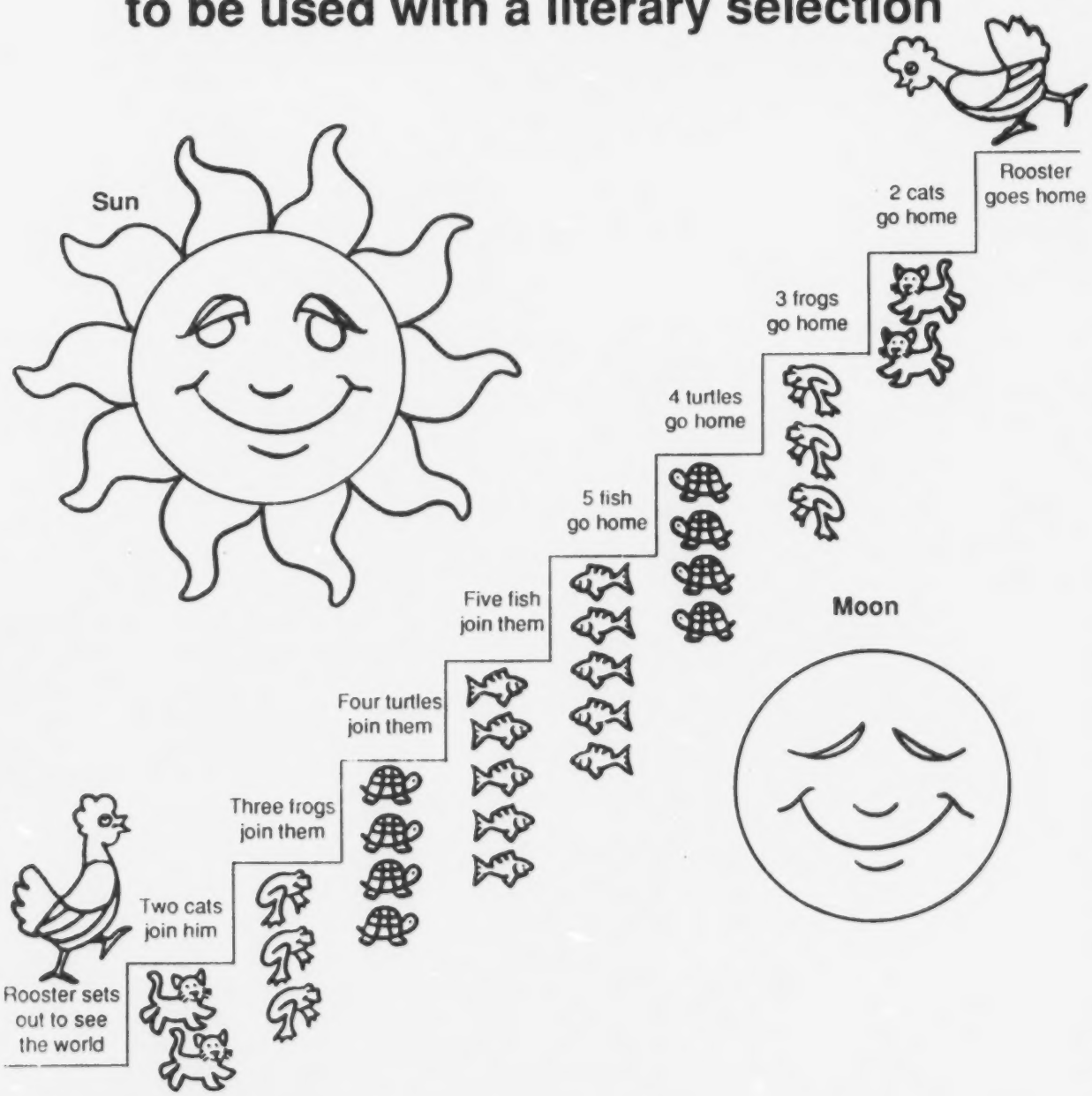


A Story Staircase

Transparency 6i

CUMULATIVE STORY STAIRCASE

to be used with a literary selection



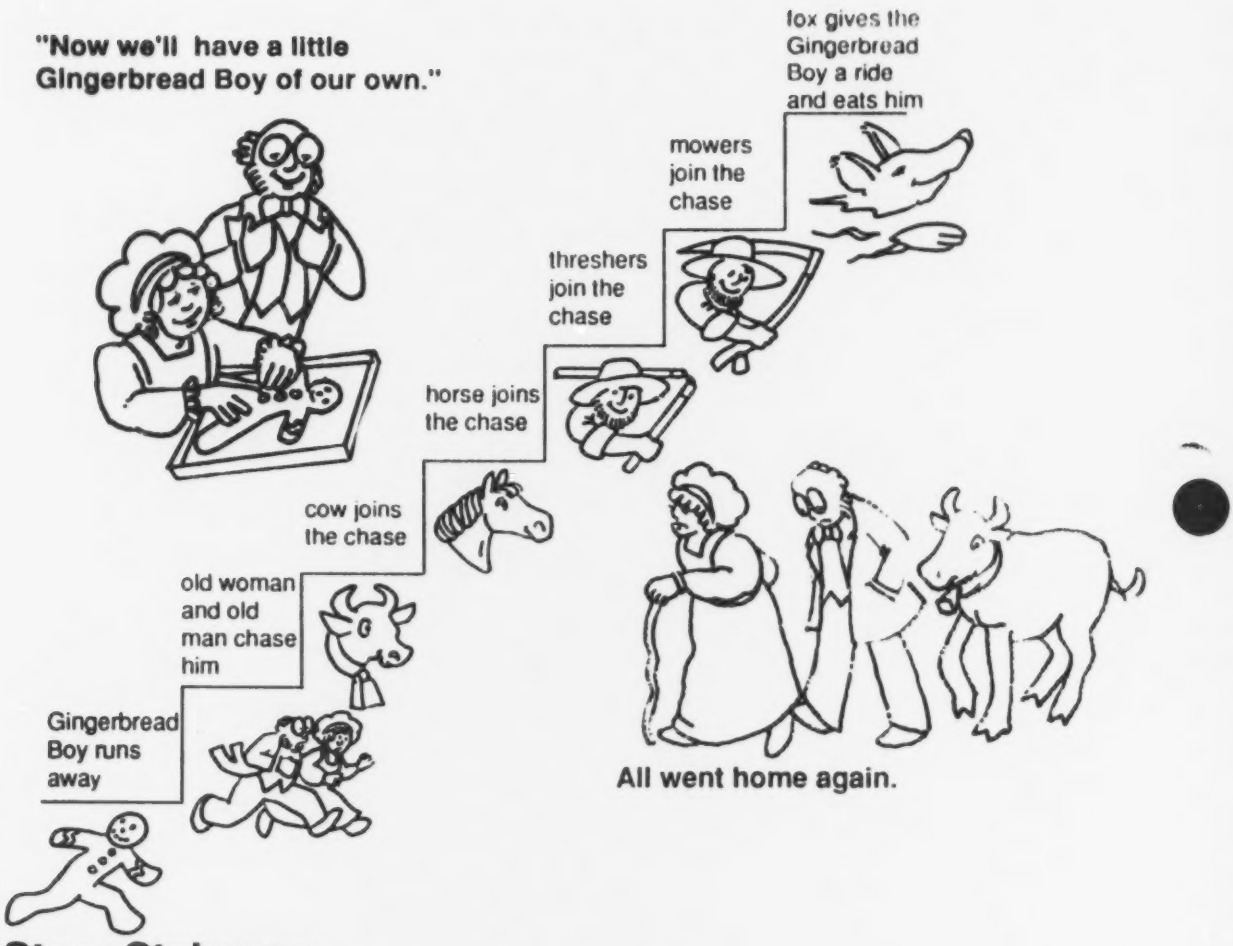
A Story Staircase

Source: Eric Carle, *The Rooster Who Set Out to See the World*
Reprinted with permission of Picture Book Studio, 1990.

Transparency 6j

CUMULATIVE STORY STAIRCASE

to be used with a literary selection


"Now we'll have a little Gingerbread Boy of our own."
fox gives the Gingerbread Boy a ride and eats him
mowers join the chase
threshers join the chase
horse joins the chase
cow joins the chase
old woman and old man chase him
Gingerbread Boy runs away
All went home again.

A Story Staircase

Source: Paul Galdone, *The Gingerbread Boy*
Clarion Books, 1977

Transparency 6k

BEGINNING

The narrator, a writer, locates temporarily in the North Carolina mountains in a cottage that is owned by a local orphanage. She meets Jerry, a 12-year-old boy from the orphanage, who chops wood, runs errands, is extremely reliable, and does outstanding work.

MIDDLE

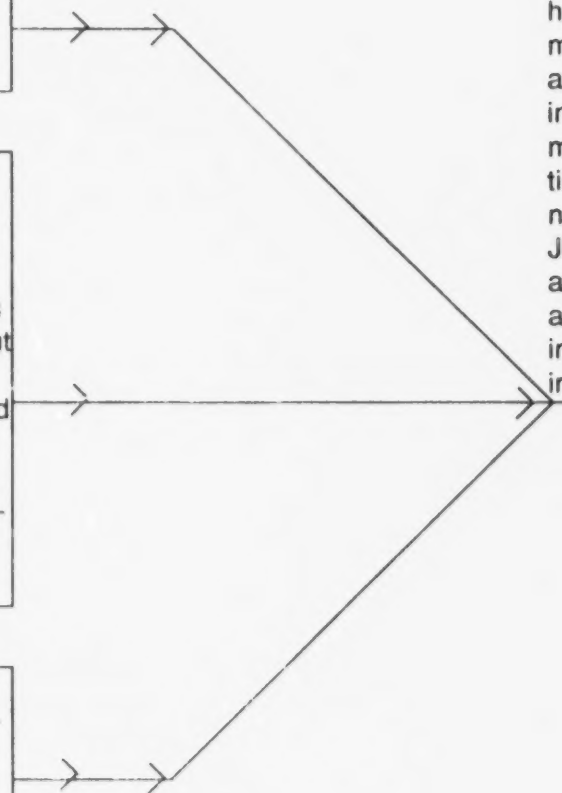
Narrator and orphan become close friends. Jerry waits for her to finish work each day and stays to talk. After caring for her dog while she was away, Jerry shares with the narrator information about his mother. She is living nearby and gave him skates recently, and he sees her every summer, he says. Shock, resentment, and distress fill the narrator who struggles to understand why a mother would leave a boy like this.

ENDING

Her writing is completed, and the narrator informs Jerry she is leaving the area. She stops by the orphanage to say goodbye, but Jerry has not been seen. In her conversation with the orphanage official, the narrator learns Jerry has no mother.

"A Mother in Mannville" by Marjorie Kinnan Rawlings

TITLE & AUTHOR

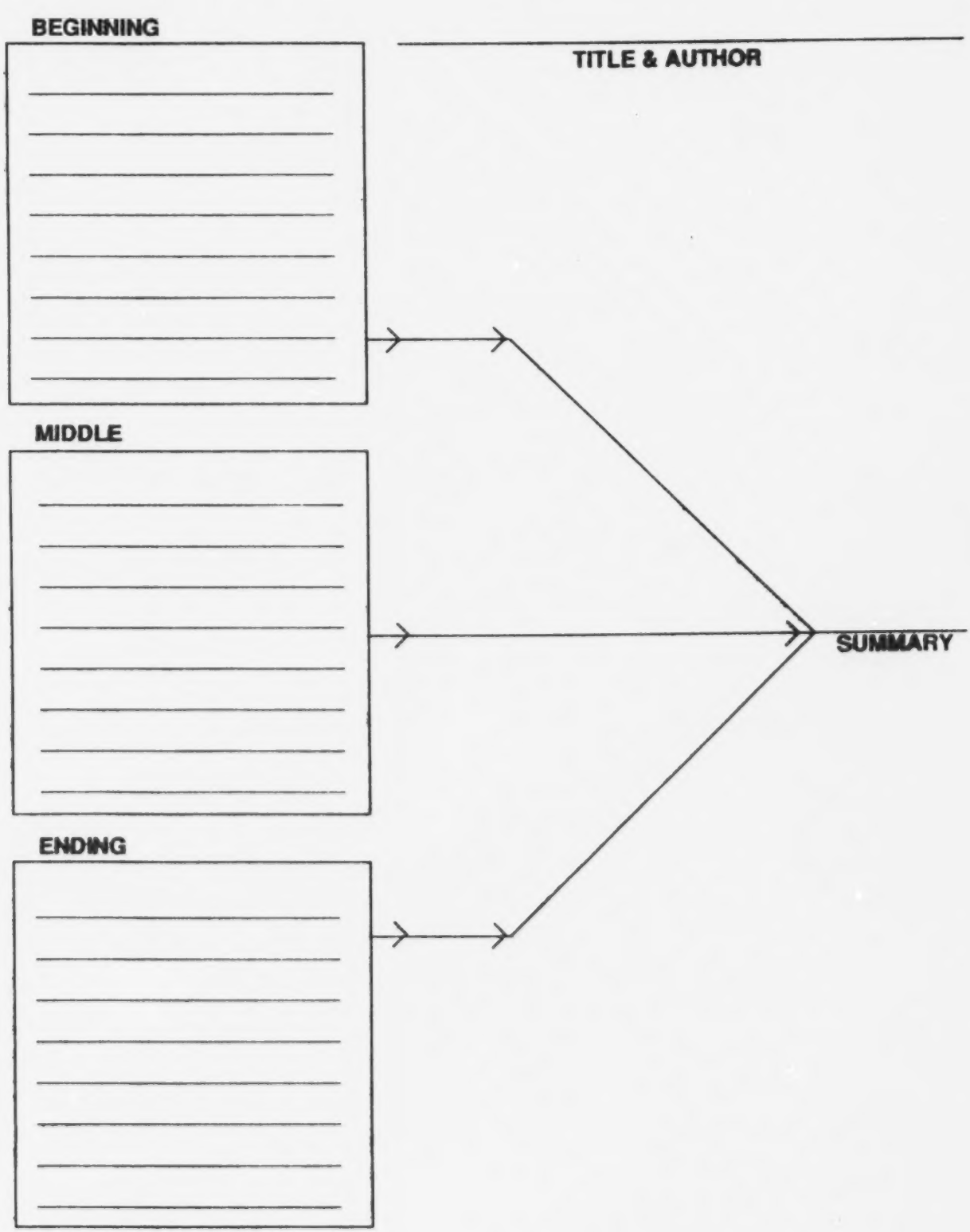


The desire for a home and a mother's love and understanding–perhaps magnified by his time with the narrator–leads Jerry to fantasize about his mother and her continuing involvement in his life.

SUMMARY

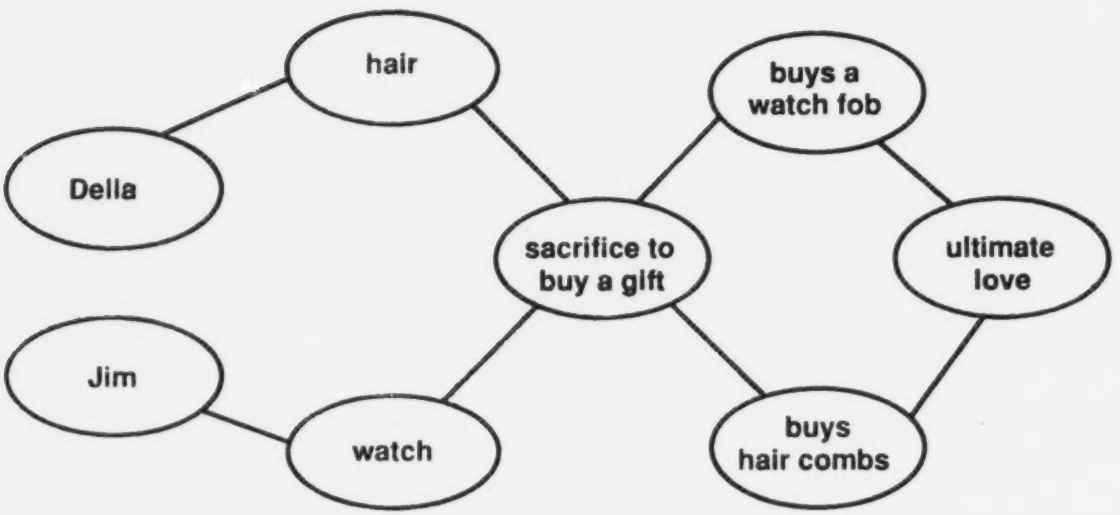
Transparencies 6l, 6m, and 6p are based on maps designed by elementary language arts specialists, Alief ISD, Alief, Texas, and are reprinted with permission.

Transparency 6l



Transparency 6m

STORY MAP BASED ON *THE GIFT OF THE MAGI* BY O. HENRY

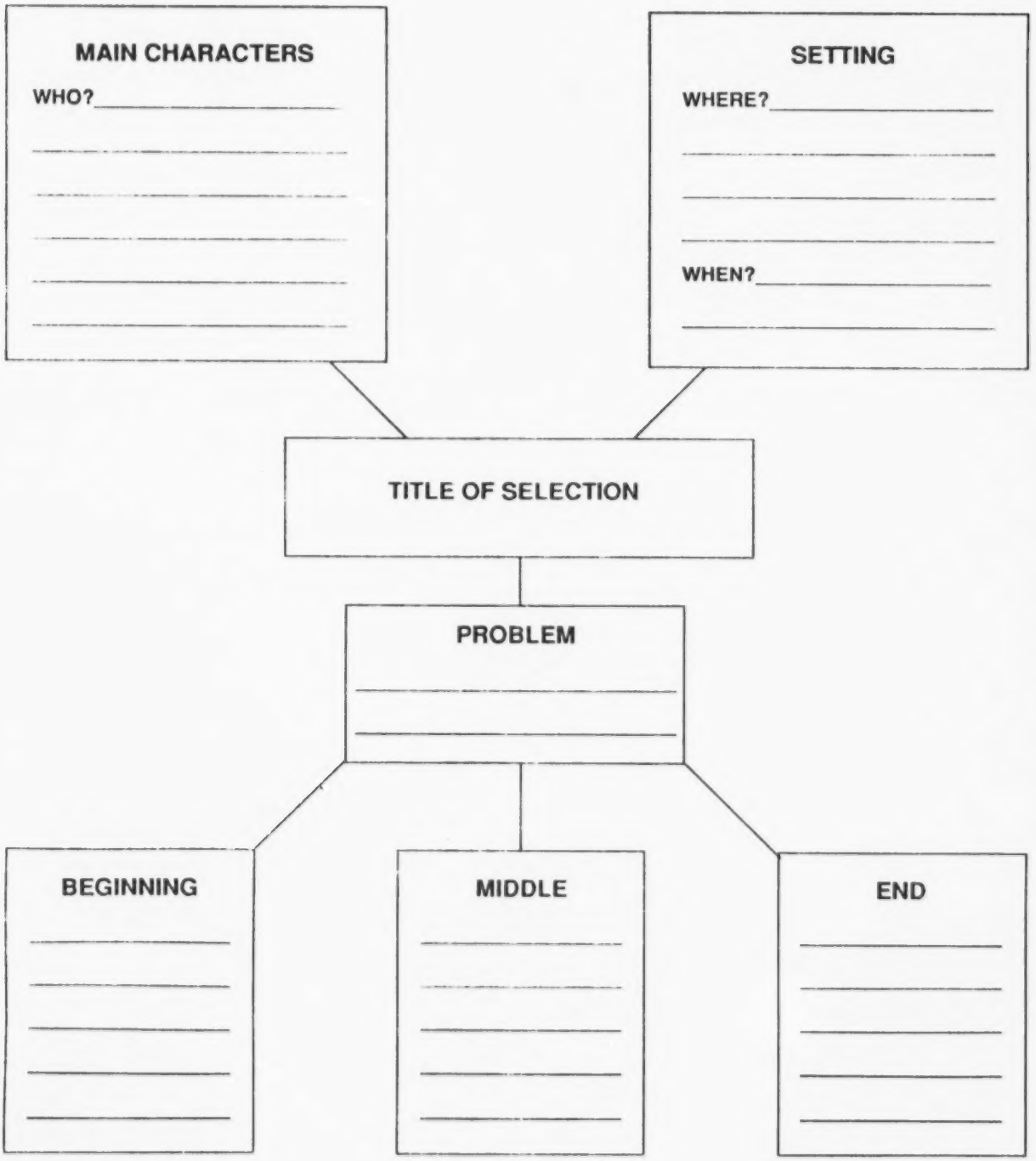


Adapted from *Reading Comprehension: New Directions for Classroom Practice.* John McNeil. (1984) IL: Scott, Foresman and Company.

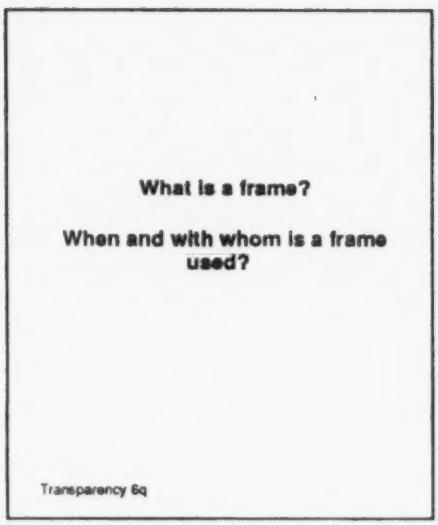
Transparency 6n

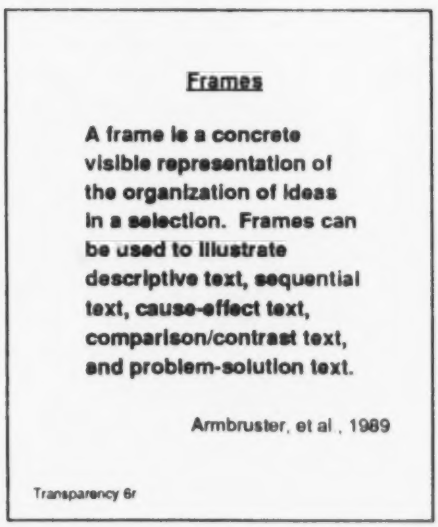
EXAMPLE SUMMARY

A young couple desires to give each other special gifts for Christmas. Each makes an ultimate sacrifice of love to purchase a gift. Ironically, these sacrifices make the gifts useless.



Transparency 6p




Frames
A frame is a concrete visible representation of the organization of ideas in a selection. Frames can be used to illustrate descriptive text, sequential text, cause-effect text, comparison/contrast text, and problem-solution text.
Armbruster, et al., 1989
Transparency 6r

Presenter's Notes
(for personalizing presenation)

TOPIC 6–Teaching Text Structure (continued)

STRATEGY 3–FRAMES

COVER THESE POINTS:

1. **What is a frame?**

   A frame is a concrete visible representation of the organization of ideas in a selection. Frames can be used to illustrate descriptive text, sequential text, cause-effect text, comparison/contrast text, and problem-solution text (Armbruster, et al., 1989).

2. **When and with whom is a frame used?**

   - A frame is frequently used as a graphic organizer with informative (expository) material.
   - Variations of frames can be used appropriately with a wide range of students in both age and ability.
   - A frame can accommodate easy-to-read or complex informative material.

What is a frame?

When and with whom is a frame used?

Transparency 6q

Frames

A frame is a concrete visible representation of the organization of ideas in a selection. Frames can be used to illustrate descriptive text, sequential text, cause-effect text, comparison/contrast text, and problem-solution text.

Armbruster, et al., 1989

Transparency 6r

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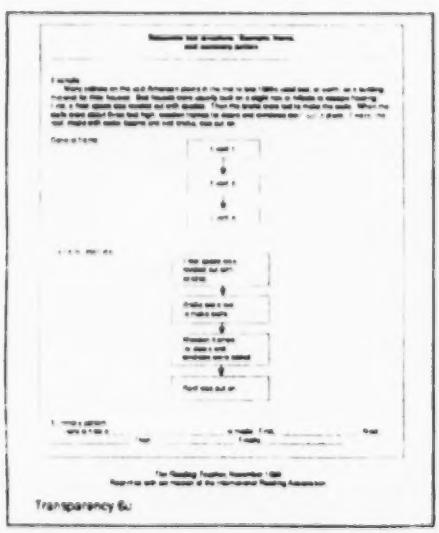
Transparency 6s

Transparency 6t



Transparency 6u

TOPIC 6–Teaching Text Structure (continued)

3. Describe problem-solution text structure.

Text with a problem-solution structure conveys information about a problem that an individual or group encounters, how they attempt to solve the problem, and the results of the attempt to solve the problem.

4. What do students need to be able to do to understand the main idea and summarize this type of material?

Teach students to:

- recognize a problem-solution structure in text
- use the frame to make notes
- use the guidelines to write a summary of the information in the frame

For other frames, see Transparencies 6v, 6w, 6x, and 6y.

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Problem-solution text structure: Frame

Problem of _____

Action	Results

Problem = **something bad; a situation that people would like to change**
Action = **what people *do* to try to solve the problem**
Results = **what happens as a result of the action; the effect or outcome of trying to solve the problem**

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Transparency 6s

Guidelines for summarizing problem-solution passages

How to summarize problem-solution passages

Sentence 1–Tells who had a problem and what the problem is.
Sentence 2–Tells what action was taken to try to solve the problem.
Sentence 3–Tells what happened as a result of the action taken.

Pattern for writing a summary
of a problem-solution passage

_____ had a problem because _____.
Therefore, _____.
As a result, _____.

Guidelines for checking summaries
of problem-solution passages

Check to see that:

1. Your summary has all of the information that should be in a summary of a problem-solution passage. Compare your summary with the original problem-solution passage to make sure that the summary is accurate and complete.
2. You have used complete sentences.
3. The sentences are tied together with good connecting words.
4. The grammar and spelling are correct.

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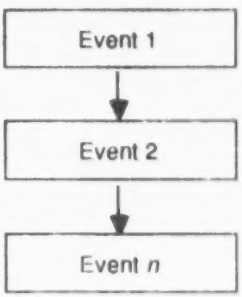
Transparency 6t

Sequence text structure: Example, frame, and summary pattern

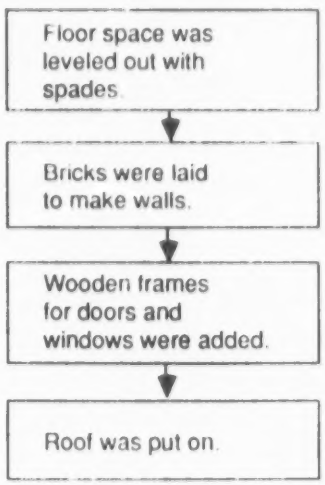
Example:

Many settlers on the vast American plains in the mid to late 1800s used sod, or earth, as a building material for their houses. Sod houses were usually built on a slight rise or hillside to escape flooding. First, a floor space was leveled out with spades. Then the bricks were laid to make the walls. When the walls were about three feet high, wooden frames for doors and windows were put in place. Finally, the roof, made with cedar beams and sod bricks, was put on.

General frame:



Frame for example:


Floor space was leveled out with spades.
Bricks were laid to make walls.
Wooden frames for doors and windows were added.
Roof was put on.

Summary pattern:

Here is how a _____ is made. First, _____. Next, _____. Then, _____. Finally, _____.

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Transparency 6u

EXAMPLE

Sequence Text Structure

ECONOMICS AND HISTORY
Silkmaking in Ancient China

The Chinese have made silk since ancient times. Oracle bones indicate that in Shang times, the Chinese already knew how to extract silk thread from the cocoon of the silkworm caterpillar. Yet how they discovered the process of silkmaking remains a mystery to this day.

In ancient China, as today, silk farmers cultivated mulberry trees because young silkworms fed on mulberry leaves. Silkworms spin cocoons to protect them while they change into moths. Silkworkers placed these cocoons in boiling water to soften them so that the delicate threads could be unwound. The Chinese designed special looms to weave the silk thread into cloth. They then dipped the cloth in brilliant dyes to give it a rich, lustrous look.

The ancient Chinese recognized the value of the silk industry. They made every effort to keep spies from smuggling silkworm eggs or the seeds of the mulberry tree out of China. To do so was punishable by death. In this way, the Chinese managed to keep the process of gathering and weaving silk a secret for almost 3,000 years.

World History:
Patterns of Civilization
Prentice Hall, Inc., 1990
p. 64

Reprinted with permission of the School Division, Prentice Hall, Inc.

Transparency 6v

Sequence text structure: Frame and summary pattern

Young silkworms feed on mulberry leaves.

Silkworms spin cocoons to protect themselves while they turn into moths.

Cocoons are placed in boiling water to soften so threads can be unwound.

Special looms were invented to spin thread into cloth.

Cloth is dipped in brilliant colors to give it a rich, lustrous look.

Summary pattern:

Here is how silk is made. First young silkworms feed on mulberry leaves. Next silkworms spin cocoons to protect themselves while they turn into moths. Then the cocoons are placed in boiling water to soften so the threads can be unwound. Finally special looms invented by the Chinese are used to weave the silk thread into cloth, and it is dipped in brilliant dyes for a rich, lustrous look.

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Transparency 6w

Compare/contrast text structure: Example, frame, and summary patterns

Example [contrast]:

Marsupials are either meat eaters or plant eaters. Generally speaking, one can tell what type of food a marsupial eats by looking at its teeth. Meat-eating marsupials have a great many small sharp teeth designed to tear flesh. In contrast, the front teeth of the plant-eating marsupials are large and designed for nipping and cutting. The feet of meat-eating marsupials also differ from those of plant-eating marsupials. The meat eaters have feet that look rather like a dog's or cat's foot. The plant eaters' feet are quite different. The second and third toes on the hind feet are joined together, and the big toe is opposed to the other toes, just as a person's thumb is to their fingers.

General frame:

	Concept A	Concept B
Feature 1		
Feature 2		
•	•	•
•	•	•
•	•	•
Feature *n*		

Frame for example:

	Meat-eating marsupials	Plant-eating marsupials
Teeth	Many small sharp teeth	Large front teeth designed for nipping and cutting
Feet	Look like dog's or cat's	Second and third toes joined; big toe opposed

Summary pattern:

A. Comparison

_____ and _____ are similar in several ways. Both _____ and _____ have similar _____. Finally, both _____ and _____.

B. Contrast

_____ and _____ are different in several ways. First of all, _____, while _____. Secondly, _____ but _____. In addition, while _____, _____. Finally, _____, while _____.

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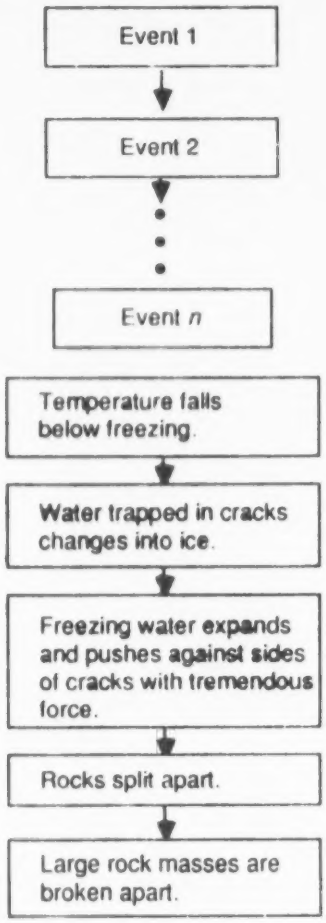
Transparency 6x

Cause/effect text structure: Example, frame, and summary pattern

Example:

In cold or mountainous regions, rocks are often subjected to the action of freezing water because of daily changes in the temperature. During the day, when the temperature is above the freezing point of water (0°C), rainwater or melted snow or ice trickles into cracks in the rocks. During the night, if the temperature falls below freezing, the trapped water changes into ice. The trapped water expands as it changes into ice. Because the expanding ice pushes against the sides of the cracks with tremendous force, the rocks are split apart. In this way, large masses of rock, especially the exposed rocks on the tops of mountains, are broken into smaller pieces.

General frame:


Event 1
Event 2
Event *n*
Temperature falls below freezing.
Water trapped in cracks changes into ice.
Freezing water expands and pushes against sides of cracks with tremendous force.
Rocks split apart.
Large rock masses are broken apart.

Summary pattern:

Because of _____, _____, _____ caused _____. Therefore _____. Finally, due to _____, _____. This explains why _____.

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Transparency 6y

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
GEO-621-11

Fall 1990